

**Accounting 4673—Product, Project, and Service Costing
Fall 2015**

8:00 - 9:15 T/Th & 9:30 - 10:45 T/Th in WJWH0303

Professor: Dr. Jonathan Shipman
Office: WCOB 461
Phone: 479-575-6803

Office Hours: 1:00 - 3:00 TU - TH
Other hours by appointment
E-mail: jshipman@walton.uark.edu

Required:

Textbook: *Cornerstones of Cost Management* (2015, 2013, South-Western, Cengage Learning); Don R. Hansen and Maryanne M. Mowen.

The textbook is available at the bookstore. We are using the **Third Edition** of the text. ISBN No. 978-1-285-75178-8.

Lecture Outline and Chapter Examples: An outline of the lecture notes and data for the examples used to illustrate the chapter material will be posted on Blackboard. These notes are in Word files. You may use these files for taking notes on your computer in class, or you may use a printed copy. Access to these materials will be useful to you for taking notes.

Optional:

Textbook http://www.cengage.com/cgi-wadsworth/course_products_wp.pl?fid=M20bl&product_isbn_issn=9781285751788 (Free)

Website: Free on line study materials including chapter quizzes and Excel spreadsheet templates.

Prerequisites: ACCT 2023 or ACCT 3613 and ACCT 3723 with grades of "C" or better.

Learning

Objectives:

- Explain basic cost concepts and prepare reports that summarize cost data.
- Develop and use cost estimation models to predict costs and evaluate the strengths and weaknesses of the models.
- Calculate and record costs using functional based costing and activity based costing models.
- Calculate and record costs using job-order and process costing systems.
- Allocate support department costs to production departments and explain the purpose of the allocation.
- Describe joint products and by-products and allocate joint costs to the products.
- Prepare master budget schedules and use budgeted data to evaluate performance by comparing actual with standard costs.
- Evaluate performance of decentralized units and explain how transfer-pricing practices affect performance measures.
- Apply cost management approaches to reduce costs and improve profitability.

Specific topics include cost concepts and behavior, cost estimation, activity-based costing, job-order costing, process costing, support department cost allocations, joint product costing, budgeting, standard costing, performance measures, transfer pricing, strategic cost management, and activity-based management.

In addition to the development of technical and problem solving skills, the course will include cases and projects to help you develop your basic accounting and spreadsheet skills.

Grades: Grades will be based on the following:

	<u>Percent</u>
Exam 1	25%
Exam 2	25
Final Exam	30
Manufacturing Company Financial Statements Case	5
Homework	<u>15</u>
	<u>100</u>

Grades for the course will be determined using the following percentages:

<u>If average for the course is:</u>	<u>Course Grade</u>
Greater than or equal to 89.5%	A
Greater than or equal to 79.5% and less than 89.5%	B
Greater than or equal to 69.5% and less than 79.5%	C
Greater than or equal to 59.5% and less than 69.5%	D
Less than 59.5%	F

Exams:

Exams will likely consist of multiple choice questions, problems, and short discussion questions. The use of calculators programmed with materials for this course on any exam will be considered dishonest behavior under the University's 'Academic Integrity Policy, resulting in a zero on the exam and reporting of the student's behavior to the University.

All students are expected to take all exams at the time they are scheduled. Except in cases of documented health problems, failure to take a scheduled exam without being excused in advance by the instructor will result in an exam grade of zero. If you must miss an exam for a valid reason, you must attempt to notify the instructor prior to the exam. Telephone calls (office phone: 479-575-6803) and e-mail message (jshipman@walton.uark.edu) are acceptable. Email is preferred.

If the University cancels classes because of bad weather or some other reason for the class meeting prior to an exam, the exam will be given, as scheduled and appropriate adjustment will be made to the content of the exam if necessary. If the university cancels classes on the day of the exam, the exam will be given during the next class meeting.

Manufacturing Company Financial Statements Case:

The purpose of the manufacturing company financial statements case is to reinforce your basic accounting skills and to integrate the material from cost accounting with financial accounting. Specifically, you are required to record transactions and prepare an income statement and a statement of financial position (balance sheet) that reflect the impact of the transactions on the financial position of a manufacturing company.

This will be a group assignment (groups of 2 or 3 people). Please submit only one solution for the group. The case is due on Tuesday, October 13th. Please prepare your financial statements and journal entries electronically, turning in a printed version. Calculations may be submitted in handwritten form if they are legible.

Homework:

Homework problems that are marked "required" on the syllabus will be collected and graded. You should also work the exercises and problems that are listed as "recommended" because the material in these exercises will help you understand the chapter concepts and prepare for the exams. All reading and homework assignments are to be completed by the beginning of classes on the dates shown. Credit will not be given for homework if it is not turned in on the due date shown on the syllabus. You may miss a total of eight "required" homework exercises and problems without being penalized for the homework portion of the grade. **Keep in mind that this means eight problems, not eight assignments.**

Academic Honesty:

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at honesty.uark.edu/policy. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Disability Statement:

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the Center for Educational Access, 209 Arkansas Union, at 479-575-3104. This will ensure that you are properly registered for services. For more information on accommodation for students with disabilities and the CEA's test center, please visit <http://cea.uark.edu/3176.php>.

Emergency Procedures:

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at <http://emergency.uark.edu>.

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- **CALL:** 9-1-1
- **AVOID:** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY:** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
- **DEFEND:** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Inclement Weather Policy:

When the University is open, class and scheduled exams will be held. If you have any doubts about whether class or exams will be held, please email me before leaving for class. No penalty will be assessed if you are not able to attend class due to inclement weather or road conditions.

Tentative Daily Class Schedule:

<u>No.</u>	<u>Day</u>	<u>Date</u>	<u>Assignment</u>
1	TU	Aug. 25	Introduction and Chapter 1
2	TH	27	Read Chapter 2, Required: Problem 1.11
3	TU	Sep. 1	Read Chapter 3, Required: Exercises 2.15, 2.17; Recommended: Exercise 2.18, Problem 2.28
4	TH	3	Required: Exercises 3.13, 3.16; Recommended: Exercises 3.10, 3.17
5	TU	8	Read Chapter 4, Required: Exercise 3.19, Problem 3.35; Recommended: Problems 3.36, 3.38
6	TH	10	Required: Exercises 4.3, 4.10; Recommended: Exercises 4.11, 4.13
6	TU	15	Read Chapter 5, Required: Exercises 4.7, 4.15; Recommended: Problems 4.29, 4.31
7	TH	17	Required: Exercises 5.12, 5.13; Recommended: Exercises 5.9, 5.11, 5.16
8	TU	22	Recommended: Exercises 5.14, 5.17, Problems 5.26, 5.30
9	TH	24	<i>Exam 1</i>
10	TU	29	Read Chapter 6
11	TH	Oct. 1	Required: Exercise 6.20, Problem 6.33; Recommended: Exercises 6.11, 6.22
12	TU	6	Read Chapter 7, Required: Problem 6.37; Recommended: Exercise 6.21, Problems 6.34, 6.40
13	TH	8	Required: Exercises 7.18, 7.19, 7.23; Recommended: Problem 7.33
14	TU	13	Manufacturing Company Financial Statements Case Due (from Blackboard)
15	TR	15	Read Chapter 8, Required: Problems 7.35, 7.39, Support dept. problem (from Blackboard); Recommended: Exercises 7.24, 7.27
	TU	20	<i>Fall Break</i>
16	TH	22	Required: Exercises 8.16, 8.17; Recommended: Exercises 8.18, 8.19
17	TU	27	Recommended: Exercises 8.22, 8.24, Problem 8.36
18	TH	29	<i>Exam 2</i>
19	TU	Nov. 3	Read Chapter 9
20	TH	5	Required: Exercises 9.14, 9.20; Recommended: Exercise 9.21, Problem 9.28
21	TU	10	Required: Exercises 9.15, 9.16, Recommended: Exercise 9.22, Problem 9.29
22	TH	12	Read Chapter 10, Required: Problem 9.30, Recommended: Problem 9.38
23	TU	17	Required: Exercises 10.1, 10.2, 10.3; Recommended: Exercise 10.16
24	TH	19	Read Chapter 11, Required: Exercise 10.12, Recommended: Problem 10.29
25	TU	24	Required: Exercises 11.14, 11.18; Recommended: Exercise 11.4
	TH	26	<i>Thanksgiving Holiday</i>

Tentative Daily Class Schedule Continued:

26	TU	Dec. 1	Read Chapter 12, Required: Exercises 11.15, 11.16, 11.17 (Note: For Exercise 11.17, change the word "May" to "June" in requirements 1 and 2.); Recommended: Problem 11.33
27	TH	3	Read Chapter 13, Required: Exercises 12.8, 12.14; Recommended: Exercise 12.15, Problem 12.28
28	TU	8	Recommended: Exercise 13.9, Problems 13.21, 13.26
29	TH	10	Review Day

FINAL EXAM: 8:00 Class: *Tuesday, December 15 from 8:00 am - 10:00 am*
9:30 Class: *Thursday, December 17 from 8:00 am - 10:00 am*

ACCT 4703 SYLLABUS

Instructor: Mandy French

Physical Office Hours: Tuesday and Thursday: 12:15 P.M. – 1:45 P.M. and Tuesday 5:00: P.M. - 6:00 P.M., and other times by appointment.

On-line Office Hours: The regular offices hours can be used for on-line office hours. Also, I will be checking my E-mail several times a day. If you E-mail me, I will respond before the same time the next day. You do not want to wait until the week-end before starting work, especially the discussion board activities. If you have a question about an assignment that is due on Sunday night, let's address it earlier in the week.

Physical Office: WCOB 459

Phone: (479) 684-8843

E-mail: mfrench@walton.uark.edu

COURSE DESCRIPTION

The course will critically examine current issues in financial accounting, management control and auditing for government and other non-profit organizations. Topics will include examination of state and local government accounting and reporting; not-for-profit organization accounting including taxation, regulatory, performance, and compliance issues; industry specific issues in accounting for health care organizations and colleges and universities; and federal governmental accounting. The course will also examine the application processes and compliance procedures for not-for-profit organizations and grants.

Prerequisites: ACCT 2013 with a grade of at least a C.

OVERALL THEME AND TEACHING PHILOSOPHY

There are two themes for the course. First, the course includes technical accounting content (i.e., debits and credits in the governmental and nonprofit (GNP) sector, auditing in this sector, and organizational characteristics of GNP entities that influence financial and managerial accounting practices and auditing techniques). Secondly, the course provides opportunities to explore the GNP environment including the intersection of GNP (i.e., public sector) with the private sector and how policies are developed and implemented.

Collectively, the attainment of technical accounting skills and the ability to identify and evaluate issues that have implications for our governments should contribute to your thought leadership skills. Whether or not your career path ever includes exposure to the GNP sector, you will undoubtedly be affected by governmental policies and legislation as taxpayers, and you will be affected in your roles as civic leaders and/or donors and volunteers for nonprofit organizations. This course should provide you with a foundation for those future leadership opportunities.

To that end – acquiring technical knowledge and becoming thought leaders – I see our work for the semester as a partnership. Both teacher and student contribute to the learning experience. It is my

responsibility to provide a nurturing learning environment where students feel that it is safe to ask challenging questions, make comments, and make mistakes. In return, students should take responsibility for making sure they are actively working to comprehend the material and to seek help with the material when needed.

LEARNING OBJECTIVES

This course has the following specific course level learning objectives. After completing this course, you should be able to:

- Understand the theory and concepts underlying accounting and financial reporting for governmental and nonprofit entities.
- Describe and apply the principles and processes of state and local government (SLG) accounting, including the proper treatment for budgetary accounting, and the typical fund accounts applied in the process, such as general and special funds, capital project funds, debt service funds, business-type funds, and fiduciary funds.
- Perform reconciliations of funds to activities and apply appropriate performance measures.
- Discuss the basic auditing processes applied in auditing governmental and not-for-profit entities.
- Describe and apply the principles and processes of nonprofit accounting, including the basic accounting nonprofit accounting standards and regulatory issues.
- Discuss the accounting and compliance issues found within specialized governmental or nonprofit industries, such as colleges and universities and health care organizations.
- Analyze and discuss a basic Comprehensive Annual Financial Report (CAFR).
- Describe and apply the application and compliance processes for not-for-profit entities and grants.
- Discuss the basic guidelines, regulations, and procedures for accounting and reporting by the Federal Government.

TEXTBOOKS AND OTHER REQUIRED MATERIALS

Reck, Jacqueline. 2015 (17th Ed). Accounting for Governmental & Nonprofit Entities (New York City, NY: McGraw-Hill).

Additionally:

- Materials from other textbooks, websites, handouts, and problem sets will be provided on Blackboard.

- Various internet links will be the student to secure governmental documents and publications. Several IRS publications will be used.
- Copy of the City of Fayetteville, AR Comprehensive Annual Financial Report (CAFR) This CAFR will be posted on Blackboard.
- Copy of the audited financial statements and 990 for a selected non-profit will be posted on Blackboard.

SUGGESTED SUPPLEMENTAL MATERIALS

Warren Ruppel has written two books that are heavily used as guides in the governmental and not-for-profit accounting environments. They are listed below. **They are not required, but if you want to order them, they are readily available.**

Governmental Accounting Made Easy. John Wiley and Sons.

Not-for-Profit Accounting Made Easy. John Wiley and Sons.

Also, as I identify them I will post on Blackboard any articles, videos, or other resources that I think might be helpful to you. If you find any supplemental information that you find useful please pass the information on to me. I can then post it for your fellow students.

LEARNING PHILOSOPHY

Student success is most effective when you take responsibility for your own learning. What you end up getting out of this course is based upon your commitment to mastering the material. *I am committed to helping you learn by assisting you in your personal learning process.* This involves providing motivation, guidance, as well as opportunities for learning. You will learn by mastering assigned materials, working homework problems, setting high expectations, and emphasizing the relevance of the course material by explicitly linking it to real-world problems and decisions. There will be numerous references to real world problems that will facilitate your understanding of the principles that drive cost accounting and your ability to respond to a changing environment.

My role is to provide guidance by furnishing the appropriate knowledge and tools, modeling desired behavior, and giving constructive and timely feedback. I am also prepared and willing to provide student counseling related to your challenges in the course (i.e., how to study for exams, what you have done wrong and how to correctly approach cost accounting problems). In order to accomplish these objectives, it is important for you to achieve an effective level of interaction and participation and it is critical that you prepare for all activities.

TEACHING METHODS

This is a web-based course, which utilizes reading assignments, online discussion, electronic media, Internet references, videotaped physical exams, and directed learning activities. Web-based resources are utilized to enhance learning.

TEAM WORK

You will be working in small teams for some activities. You are expected to fully participate in a professional manner and keep open communication with each team member. We will have five teams of 3-4 members each, and will be assigned. A portion of your grade will be based on team participation and you will be asked to perform a peer review of your group.

CONTENT OUTLINE

- GNP Introduction and SLG Accounting Intro
- SLG Accounting and Financial Reporting Principles
- SLG Budgetary Accounting
- SLG Budgetary Accounting and Accounting for Governmental Operating Activities
- Accounting for Governmental Operating Activities
- Accounting for General Capital Assets and Capital Projects
- Accounting for General Long-term Liabilities and Debt Service
- Accounting for the Business-type Activities of State and Local Governments
- Financial Reporting of State and Local Governments
- Auditing of Governmental and Not-for-Profit Organizations
- Accounting for Not-for-Profit Organizations
- Not-for-Profit Organizations-Regulatory, Taxation, and Performance Issues
- Accounting for Colleges and Universities
- Accounting for Health Care Organizations
- Accounting and Reporting for the Federal Government and Review
- Grant applications and compliance

COMMUNICATION POLICY

I will communicate important class information via Blackboard.

ETIQUETTE POLICY

Remember you are in a college course so you are expected to approach all assignments in a professional and intelligent manner. This means in all communications (via email, blog posts, wiki activity, etc.) should:

- use correct misspelling or bad grammar
- should not use net abbreviations (LOL, idk, etc.)

- avoid the use of slang (sup!, that's cool!, etc. .)

When posting comments on other people's work in blogs, wikis, or peer reviews keep your tone positive and encouraging. Use terms like "I think" or "I believe" "such and such would be better" instead of "you should" or "you need to" "change such and such."

You will probably also want to review the [Code of Student Life from the Student Handbook](#).

COMPUTER ACCESS & TECHNICAL REQUIREMENTS

Because this is an online class, students will be expected to check their email regularly (several times per week) for important notices, scheduling changes, or any other course revisions. This course is offered as an online course and it is assumed that you have the minimum system requirements and computing skills to participate.

Computing skills required:

- You should have an understanding of basic computer usage (creating folders/directories, switching between programs, formatting and backing up media, accessing the Internet).
- You must be able to use a word processing program such as Microsoft Word to create, edit, save, and retrieve documents.
- You must be able to use a Web browser to open Web pages, open PDF files, manage a list of Web pages (bookmarks/favorites), and search the Internet.
- You must be able to use an e-mail program to send, receive, store, and retrieve messages.
- You must be able to download and install programs from the Internet.

BLACKBOARD

The course is supported by the Blackboard course delivery system. I will use Blackboard to communicate with you, to provide you with course materials, including course syllabus, handouts, PowerPoint slides, and assignments. Every student will receive a Blackboard login and password with which you can access this course. You should check the *Announcements* section every day, since any important communications outside of class will be posted on Blackboard.

The Blackboard URL is <http://courses.waltoncollege.uark.edu/>.

ACADEMIC INTEGRITY

Ethics and values are very important in accounting and the professional environment in which you will be working. Ethics and values are also important in education. I will assume, unless there is evidence to the contrary, that you are an ethical student. Please refer to the University Course catalog for

information on academic integrity standards of the University of Arkansas. If there is an academic integrity violation, University recommended sanctions for academic integrity violations will be imposed. All academic integrity violations will be reported to Judicial Affairs.

Your assignments may be screened using a college plagiarism checking service called TurnItIn. This service allows for written and Excel assignments to be screened electronically against a database that includes articles published in newspapers and magazines, websites, other students' papers in the database, paper mills, and other sources.

Application of the Academic Honesty Policy, as stated at <http://provost.uark.edu/> will be fully adhered to in this course. Academic dishonesty involves any act, which may subvert or compromise academic integrity or the integrity of the University's 'Academic Integrity Policy'.

If you have any questions regarding individual requirements or group work requirements, please ask.

Below is a statement on academic integrity that the Dean's Office in the WCOB requested that all faculty place in their course's syllabus.

Academic Honesty –

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://provost.uark.edu/> and is provided below. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

UNIVERSITY OF ARKANSAS POLICY ON ACADEMIC HONESTY:

Academic dishonesty involves acts that may subvert or compromise the integrity of the educational or research process at the University of Arkansas, when such acts have been performed by a UA student. Academic dishonesty includes, but is not limited to, any act by which a student gains or attempts to gain an academic advantage for him/herself or another by misrepresenting his/her or another's work or by interfering with the independent completion, submission, or evaluation of academic work.

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. (2011-12 University of Arkansas Undergraduate Catalog)

SPECIAL REQUIREMENTS AND GRADING

Additional Course Assignments. In addition to the readings, additional assignments will be made to address taxation and other compliance issues for governmental entities and nonprofits. A separate document will be provided that will address the assignments in greater detail.

Homework assignments will be made from the text and supplemental materials. A separate document will be provided that will address the assignments in greater detail. There will be a 20% per day penalty for late homework or other assignments, such as the grant or NFP/NPO projects. The discussion group site and the quiz site will close at 11:59 P.M. on Sundays, and no late work will be accepted by the Blackboard system.

Examinations. Two exams will be given in the weeks indicated in the topical outline. Exams may contain problems, multiple-choice questions, or essay questions focusing on the reasons behind specific accounting concepts and procedures. The readings from the chapters are fair game for any multiple-choice or discussion questions.

Make-up Exam Policy. Since this is an on-line course, your exams will be proctored using the University of Arkansas's Global Campus process. Barring some major catastrophe, it is difficult to envision a scenario under which you would miss an exam. If a student misses an exam, he or she will come to campus at a time arranged with the instructor to take a make-up. Extensive documentation will be required by the student to qualify for a make-up exam.

Final exam Policy. No final exams will be given early. Every semester, there are students who buy their airline tickets early in the semester, with the assumption that this will allow them to change their exam schedule. However, in my approximately three years at the U of A I have observed several cases such as weddings, airline reservations, and vacations where the college has not allowed an early exam. While I empathize with your situation, this decision is out of my hands.

If you have multiple final exams on the same day, the university's policy for students with multiple finals will be followed, as described below. Basically, this policy allows a student with three or more finals on the day of our exam to petition to move an exam to a different day. The university has posted the final exam schedule for this semester, and I would recommend that you verify immediately when your exams are scheduled. A potential problem with the ability to move an exam is that there is a deadline before which you must apply for the waiver. If you miss the deadline the university will not let you move an exam.

All students must take the final exam as scheduled unless an *incomplete* contract has previously been approved, according to university regulations. While job conflicts or the fact that a student needs additional time in a course do occur, and they can be catastrophic, the university will not accept these as justifiable reasons to approve an incomplete.

Grading Questions: Questions concerning the grading of a particular exam question must be resolved within a reasonable time period (within two weeks) after the exam is returned. After that period, all grades are final. Finally, neatness and legibility of exams are considerations in grading.

GRADING

Assesments	Points
Examinations One and Two (250 points each)	500 points
Grant assignment	50 points
Not-for-profit assignment	50 points
Not-for-profit group project	100 points
Discussion groups	100 points
Homework	100 points
Quizzes	100 points
Total available course points	1,000 points

The material covered on the exams will be similar to the concepts addressed in the homework. Some of the homework problems will be worked in class, along with others, and the solutions will also be posted on Blackboard after the chapter has been covered in class.

Final letter grades will be determined on a standard percentage scale where: A is 90% or above, B is 80% or above but below 90%, C is 70% or above but below 80%, D is 60% or above but below 70%, and F is below 60%.

Below are the descriptions of Grades within the 2011-2012 University Catalog of Studies (Undergraduate).

The grade of "A" is given for outstanding achievement to a relatively small number of excellent scholars. The grade of "B" represents good achievement. The grade of "C" is given for average achievement, and the grade of "D" for poor but passing work. The grade of "F" denotes failure and is given for unsatisfactory work.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students are responsible for requesting accommodations from the Center for Students with Disabilities (CSD), *according to their procedures and policies*. It is the policy of the Walton College of Business that students must also request accommodations from their instructor. To verify the eligibility of the student, students are expected to show their CSD identification card to the instructor when they *first* request accommodation. The student is to provide a written request for *each test* accommodation to their instructor (an e-mail will suffice provided you have received a reply from the instructor). Both *the requests to the CSD and to the instructor* are to be made at least ten school days before the test date.

CHANGES TO THE SYLLABUS

A syllabus is a tool to help you plan your time. Every effort is made to make the syllabus as complete as possible, but there may be occasions when changes are required. The instructor will announce any deviations from this syllabus in class.

Inclement Weather or Technical Problems:

In case of inclement weather or technological problems that prevent the University from providing access to course materials you may contact the instructor by phone via the numbers given above in the Instructor section or send the instructor an email inquiry. In addition, the instructor will notify students as soon as possible in such instances and provide instructions on how the course will proceed.

Blackboard occasionally schedules "down time"; users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the [UA Blackboard Help web site](#). Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develop a local back-up plan to assist in the event that technical difficulties are experienced during the course.

Accommodations under the Americans with Disabilities Act:

When possible, and in accordance with 504/ADA guidelines, staff members from the [Center for Educational Access](#) will work individually with students and assist academic units to determine reasonable accommodations that will enable every student to have access to the full range of programs and services.

If you are registered with the CEA and require accommodations, YOU MUST contact your instructor during the first week of classes.

Phone: 479/575-3104

E-mail: ada@uark.edu

Academic Support

For those struggling in any academic area, the University offers supports services which can be located at the [Academic Support website](#).

ACCT 4963 Audit and Assurance Services Syllabus – Fall 2015

University of Arkansas

Instructor: Kenneth L. Bills, PhD, CPA (in UT), CFE Phone: 575-6116
Office: WCOB 449 Email: kbills@walton.uark.edu
Class: Sec 001 - 9:30 – 10:45 pm Tu & Th
Sec 002 - 8:00 – 9:15 pm Tu & Th
Classroom: Sec 001 - WJWH 302
Sec 002 - WCOB 431
Office Hours: Tu & Th 12:30 - 2:00 pm and by appointment

Required Texts:

1. *Auditing & Assurance Services: A Systematic Approach* (8th edition) by Messier, Glover, and Prawitt, McGraw-Hill-Irwin (US or international version).

Course Objectives:

By the end of this course, students should: (1) understand the nature and role of auditing in the context of financial reporting; (2) be able to identify and describe audit evidence useful in testing financial statement assertions; (3) understand the concepts necessary to plan and perform *basic* financial statement audits; (4) have developed perspectives and competencies necessary to succeed as auditors, and (5) have an increased sense of auditors' professional and ethical responsibilities. To reach these objectives, students are encouraged to come well-prepared to class, to ask questions frequently, to use office hours wisely, and to invest significant effort in class projects.

Course Structure:

This is a difficult, but rewarding class. It is also very different from typical accounting classes—particularly due to its conceptual nature. Although memorization skills will be required, success will be determined largely by students' developing the ability to think with professional judgment and skepticism, and to apply concepts learned in this and other classes. Students are expected to attend class, and to spend considerable time outside of class reading and completing assignments. Exams will focus on the material in the text and lectures. **Students should read assigned materials prior to the related lecture.** Classes will consist primarily of lectures and discussions. Lectures are designed to elaborate on the text. In order to succeed, students should take good notes. A schedule of topics, assignments, and due dates is provided in this syllabus. **Students who participate in class and attend office hours regularly do significantly better on average than those who do not.**

Assignments are designed to provide students with opportunities to apply the concepts learned in class. Projects are also designed to promote skills and competencies necessary for success as CPAs/practicing accountants (see AICPA Core Competency Framework--<http://aicpa.org/edu/corecomp.htm>).

Grading:

Grades will be assigned based on total points earned during the semester. Grading cutoffs are as follows: A 90%, B 80%, C 70%, D 60%, and < 60% F. Grades may be adjusted to reflect the performance of the top students in the class. Points are assigned as follows.

Quiz and Assignments	120
Midterm 1	120
Midterm 2	120
Final	<u>120</u>
Total	480

The historical grade distribution for this class is:

A – 33%, B – 40%, C – 22%, D or F – 5%

Exams:

Exams will include multiple-choice¹ and short-answer essay questions, and will require memorization, comprehension, and application of auditing concepts. Exams will be given during class.

Makeup exams are **not** allowed except in the case of official university business, significant religious holidays, or severe illness/family tragedy. **Documentation must be provided.**

Quiz:

There will be one quiz during the semester and will be on an unqualified audit opinion. Students will be given 15-20 minutes to write the standard audit report from memory. Exact wording is not required, however each sentence of the audit report is meaningful and its meaning must be correctly expressed.

Assignments:

There will be two major assignments during the semester. Each will require a considerable amount of work outside of class. All projects will be completed in groups of two. Each assignment will require several hours to complete. Do not procrastinate. Each assignment will be graded according to the quality of its content (substance), and the quality of its appearance (i.e. spelling and grammar are important). Title pages and plastic covers are discouraged; handwritten assignments are **not** acceptable. **Projects are due at the beginning of class according to the attached schedule.**

Assignments are relatively unstructured. Auditing is an unstructured discipline where professional judgment is of primary importance. In most situations there are no “correct” answers, but only decisions that are more or less supported by evidence and good professional judgment. Assignment outlines will be distributed during class. Students must have access to a computer and the internet to complete some of the projects, and must have a working knowledge of Microsoft Excel. Students may seek additional guidance regarding the projects by attending office hours regularly, or by scheduling meetings with me. However, obtaining any help from students outside one’s group (including those from previous semesters) would be considered cheating.

Other:

1. I try to make the class as fair as possible. **Extra credit will not be given under any circumstances.** Success or failure in this course is the students’ responsibility.
2. Students who have a physical or learning disability that may prevent them from fully demonstrating their abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate their educational opportunity.
3. Finally, **cheating will not be tolerated.** As future professionals, honest and ethical behavior should be part of your personal standards of development. The course will adhere to University of Arkansas’ Academic Integrity Policy and the Student Conduct Code.

¹ Multiple choice questions are designed to require understanding rather than simple recall. They frequently contain options such as “none of the above”, “more than one of the above”, or “all of the above”.

Tentative Schedule of Topics:

<u>Class</u>	<u>Topic</u>	<u>Readings</u>	<u>Project Due Dates</u>
Aug 25	Accounting & Assurance	Ch. 1 (pp. 1-13) Ch. 2	
Aug 27			
Sep 1	Auditing Environment		
Sep 3	Auditing Concepts		Discuss Unqualified Audit Opinion (40 pts)
Sep 8	Internal Controls & Corporate Governance	Skim COSO Executive Summary & Ch. 1, 2, & 8 (will post to Blackboard)	
Sep 10		Skim COSO Ch. 3-6	
Sep 15		Skim COSO Ch. 7	Quiz on Unqualified Audit Opinion (40 pts)
Sep 17	Open		
Sep 22	Review for Midterm Exam 1		
Sep 24	Midterm Exam 1		
Sep 29	The Audit Process	Ch. 1 (pp. 14-25)	
Oct 1	Assertions & Evidence	Ch. 5 (pp.131-157)	
Oct 6			Hand Out Assignment 1 (40 pts)
Oct 8			
Oct 13	Analytical Procedures	Ch. 5 (pp. 158-172)	
Oct 15	Sampling	Ch. 8 Ch. 9	Assignment 1 (40 pts) Due at Start of Class
Oct 20	Fall Break		
Oct 22			
Oct 27	Review for Midterm 2		
Oct 29	Midterm Exam 2		
Nov 3	Audit Planning – Overview	Ch. 3 (pp. 69-84)	
Nov 5	Open		
Nov 10	Audit Planning – Materiality	Ch. 3 (pp. 84-90)	Hand Out Assignment 2 (40 pts)
Nov 12	Audit Planning – Risk Assessment	Ch. 4	
Nov 17	Auditing Internal Controls	Ch. 7	
Nov 19	Completing the Audit	Ch. 17	
Nov 24	Open		
Nov 26	Thanksgiving Holiday		

Dec 1	Reporting	Ch. 18	Assignment 2 (40 pts) Due at Start of Class
Dec 3	Additional Assurance Services	Ch. 21	
Dec 8			
Dec 10	Review for Final		
Dec 14-18	Final Exam Week		



ACCT 5413 – Advanced Financial Accounting

Spring Semester 2015

(Syllabus subject to change at discretion of instructor.)

Instructor: Dr. Charles Leflar	See ISIS
Office: WCOB 467	Office Hours: M, W & F 11:00 – 12:00, M-Th and by appointment
Phone: 575-6616 (don't leave message, use email)	Email: cleflar@uark.edu

Course Description: This course covers accounting and reporting principles and procedures used in a variety of business enterprises. These include accounting for mergers and acquisitions, new organizational structures for conducting business, consolidated financial statements for wholly and partially owned subsidiaries, foreign activities of multi-national firms, the operations of government and not-for-profit entities and partnerships.

Prerequisites: MAcc students or instructor permission

Nature of the Course: This class will be a combination of lecture and discussion with significant emphasis on theory and practice with regard to some of the more advanced topics in financial accounting. Please remember that the accounting discipline is a product of evolution and is not a natural science. As we explore the various rules and disclosure issues, it is important to try to understand how these rules fit in to the “big picture.” Class discussion coupled with the review of text problems is an integral part of the course.

Accounting is really an information system. GAAP represents many of the “rules” we will examine during your study of financial accounting. Perhaps the most significant part of this course will be the introduction of material that you will need to assimilate at both the “rules” level and at the “conceptual” level.

Course Objectives and Value: During the course, we will:

- 1) Identify issues related to the conceptual framework for financial reporting.
- 2) Develop skills useful for creating consolidated financial statements for wholly and partially owned subsidiaries.
- 3) Learn to properly account for intra-company transactions for current and noncurrent assets, inventory, debt and other issues.
- 4) Develop the ability to properly account for multinational currency issues.
- 5) Develop the ability to recognize important features of governmental fund accounting.
- 6) Develop a basic understanding of SEC reporting requirements for corporations.
- 7) Develop the use interpersonal skills to facilitate effective interaction over time.

The Goal of the Course- Upon completion of this course you should be able to properly prepare consolidated financial statements for partially and wholly owned subsidiaries. You should also have a basic understanding of fund accounting and SEC reporting as well and multi-national currency accounting.

Text and other Materials: Course readings and assignments will consist of a mix of WWW materials, Textbook materials and news articles. The required text is: Advanced Financial Accounting (10th edition) by Baker, Christensen and Cottrell. All other materials will be provided freely on the web. You will find it useful to have a calculator accessible.

Class assignments and announcements will be periodically posted on the Blackboard site. Updates to the website will be announced in class; however students should check the website regularly. The Blackboard site will contain links to outside assignment materials, discussion forums, and other class related information. Other materials may be handed out in class; it is your responsibility to get the handouts. You may get missing handouts during office hours or by setting up an appointment.

Class Conduct, Procedures, Grading and Requirements: Accounting is a rigorous course of study. I am fully committed to help you learn the course material. However, I cannot learn the material for you. Thus, I ask that you apply the same level of commitment. I expect you to come to every class meeting and I expect you to be fully prepared for each class meeting. This includes having done the reading (note that you may have to read chapters several time to adequately understand them, a single reading may not be sufficient) and to have all the assigned homework done (or at least honestly attempted). I will call on students in class and a lack of preparation will impact your grade.

Class Conduct & Procedures: Each class session will combine lectures on major issues related to the particular area with problem solving exercises and discussions. I will assign specific readings and questions for class discussion for which I will hold you directly responsible. You are expected to have read the chapter material and completed the assignments before each class session. This facilitates class discussion and valuable questions. It is very important that you attend each class in order to ask questions and participate since this participation makes up a portion of your grade.

Preparing and understanding homework is one of the most effective ways to learn the material. **You cannot do well in this course without doing the homework and staying up with the class.** It is essential that you come to class *prepared* to discuss and ask questions about problems and readings.

Electronic Devices Policy: No electronic devices may be used in class for non-class activities. Therefore no computers, phones, iPads, iPods and so forth may be used unless you are taking notes. There will be one warning and then a subtraction of 10 points from your grade for each infraction. In other words, if you are texting, checking emails, surfing the web or doing other non-class activities, I will lower your grade because of it.

Course Items

Attendance Policy: I expect you to come to class and to be prepared every day. Education at the university level requires active involvement in the learning process. Therefore students have the responsibility to attend classes and to actively engage in all learning assignments or opportunities provided in their classes. Instructors have the responsibility to provide a written policy on student attendance that is tied to course objectives and included in a course syllabus.

I realize that the class meets early in the morning of your last semester. This is no excuse for missing class. If you miss more than two times (with the exception of University of Arkansas sponsored events) I will subtract 10 points from your score for each missed class. For example, if you miss 12 classes you will receive a -0- on your Contribution & Quizzes even if you received points on quizzes. If you miss addition classes I will subtract 10 points from your test scores for each missed class. This applies regardless of the reason you missed whether it is vacation, sick, a friend's wedding, your wedding, enrolling late, weather, car trouble, alarm clock troubles or anything else. If you are more than ten minutes late or leave more than ten minutes prior to the end of class that is considered late.

Communication: You are graduate students, and I expect you to communicate with me. You have my e-mail. Life events happen; communicate with me in a timely manner – the days before the exam or the day of the exam. I define communication in the context of professionalism below: what would your employer do if you missed an important deadline without communicating with the employer?

Professionalism: I would define professionalism in the context of a business meeting. What would your employer expect of you during a business meeting? It is expected that you will act with maturity and consideration. Disruptions in class will not be tolerated. A disruption to the class will lead to removal of points from the overall point total. **Repeatedly being late to class is a disruption and I will deduct points from your total score.**

Grading:

<u>Category</u>	<u>Weight</u>
Contribution	50
Quizzes	100
Examinations	
Exam I (80 minutes)	100
Exam II (80 minutes)	100
Final Exam (120 minutes)	250
Total Points	600

Homework. The homework solutions manual is available in my office. The homework will assist you in preparing for each session and the exams. Select problems will be examined in class; the remaining questions are your responsibility to cover. You may see me if you have questions regarding a question. Homework will comprise a small portion of your overall grade; the homework grade will be on an honor code system.

Presentations, Handouts, and Note Taking. The beginning of each class may begin with an outline of notes, materials, or examples. Note taking is recommended during class; my personal notes will not be made available for each class. It is recommended that you get materials from a classmate if you miss class. Handouts may be given during class; if you miss then get a copy from your classmates.

Examinations:

Number of exams and timing of exams: Two midterm exams and a final are given. The midterm exams are given during a regularly scheduled class period and the final exam is given on the time announced by the registrar.

Comprehensive final. The final exam is mandatory; it will most heavily focus on Chapter 12, 14, 17 and 18 with a comprehensive portion covering Chapters 1 through 10.

Procedures for exams. *Examinations are individual assessments of knowledge. You will be asked to do the following for exams: (1) Wait until all exams are handed out to begin the exam, (2) Remove headgear, (3) Bring Pencils, (4) Bring Calculator, (5) Remove all other electronic devices from your desk area, (6) Turn ringer off of cellular phones and RIMM BlackBerry devices; and (7) wait patiently for grades on exams.*

Exams will be graded in a timely manner; you will receive the actual raw score of exam results.

Exam Appeal: On occasion you may have the desire to question the grading of a problem, ask for additional points due to interpretation, or simply to point out an error in grading. You are always welcome to do so, but I would like all appeals to be in writing. The deadline for appeals is when I turn in the semester grades after the final exam, however it is generally best to appeal quickly while the material is still fresh in your mind.

Make up Examinations: I will allow a make up exam in the rare situation where the student cannot attend the exam for health or other critical reasons. Such things as failing to hear an alarm or inadequate study will not justify a make up exam. Please email me as quickly as possible and we will discuss the situation.

Final Grades: The grade distribution, following University of Arkansas guidance, for the semester will be as follows:

Grades
A = 90.00+%
B = 80-89.99%
C = 70-79.99%
D = 60.00-69.99%
F = Below 59%

Grading Curves: Prepare for exams/assignments assuming that no curve will be given on exams or in the final grade. Being in your last semester and having a job waiting for you does not guarantee you a passing grade.

Academic Integrity: Your integrity is far more important than your GPA. As a professional, your integrity is your prime asset and in our highly mobile professional atmosphere it is becoming even more critical. Please refer to the University Course catalog for information on

the academic integrity standards of the University. Perhaps the most difficult ethical issue any student can face is their responsibility to take action when they know another student is violating ethical standards. Such violations contribute to deception of potential employers and are injurious to the ethical climate of the entire University. Consequently, it is your responsibility to notify me if you know of violations by other students. Violations of academic integrity will lead to sanctions as indicated in the Undergraduate Studies Catalog of the University of Arkansas. The University and the business community take integrity very seriously. Students who violate academic integrity will receive a grade sanction and be reported to Judicial Affairs.

Some examples (not an exhaustive list) of what you may or may not do are:

DON'T obtain answers from former students.

DON'T give answers to future students.

DON'T use any Solutions Manuals or answers other than those supplied by the instructor

If you are not sure whether or not something is appropriate to do, please ask me.

Academic Integrity: You are encouraged to include a statement on academic integrity in your syllabus. The following wording is suggested by the Office of the Provost:

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy'. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

For more information on academic integrity, see
<http://provost.uark.edu/academicintegrity/462.php>.

Inclement Weather Policy: When the University is open, class and scheduled exams are held. If you have any doubts whether class or exams will be held, please email me before leaving for class. I live close enough to campus that I can walk. However, if you have to travel some distance and honestly feel that such travel is dangerous, then stay home and any work due that day can be made up.

Illness: Please e-mail me if you are ill, I would prefer you not come to class if you are sick; documentation is required to make up any exam.

Individual arrangements: Students with disabilities or with any other special needs should contact the instructor as soon as possible in order to make the necessary arrangements.

Office Hours: I tend to be in my office quite a bit, so please feel free to come in even if it is not during office hours. However, an appointment will help to make sure that I have time to work with you.

ADA Testing Accommodations: The Center for Educational Access (<http://cea.uark.edu/3176.php>) has a test center available to accommodate students who provide

CEA Accommodation Letters to their instructors. For more information on accommodation for students with disabilities and the CEA's test center, please see the attached.

Final Note: Course topics and calendar may change at my discretion depending on the progress of the class and the influence of important issues or trends.

ACCT 5463
Financial Statement Analysis
Spring 2015

Instructor: Dr. Cory Cassell	Section 1: T/Th 12:30-1:45, WJWH 427
Office: WCOB 456	
Email: ccassell@walton.uark.edu	Section 2: T/Th 2:00-3:15, WJWH 427
Phone: 479-575-6126	
Office Hours: M/W 9:00-11:00 and by appt.	

Course Description: This course is designed to study financial statements and their related footnotes; tools and procedures common to financial statement analysis; the relationships among business transactions, environmental forces (political, economic, and social), and reported financial information; and how financial statement information can help solve certain business problems. Prerequisite: ACCT 3723 with a grade of "C" or better.

Required Textbooks:

1. Easton, McAnally, Sommers, and Zhang, *Financial Statement Analysis & Valuation* (4th ed.).
2. Dechow and Schrand, *Earnings Quality*. Free download available at: <http://www.cfapubs.org/doi/pdf/10.2470/rf.v2004.n3.3927>.

Course Objectives:

1. Assess the firm being analyzed and its strategy within the context of its industry and current economic conditions.
2. Assess company performance and financial position using key performance metrics. Understand why certain performance metrics are more useful for valuation than others.
3. Understand complications that an analyst faces when attempting to forecast future performance based on historical financial statements that are: 1) subject to manipulation by managers, and 2) compiled according to accounting principles (GAAP) that do not always reflect "truth" in terms of firm performance, financial condition, etc.
4. Understand how certain documented market inefficiencies (anomalies) influence analyst forecasts and how knowledge of such inefficiencies could be used to refine our analysis of the firm.

5. Given a set of reliable (i.e., adjusted for managerial manipulation and GAAP deficiencies) historical financial statements, forecast future financial performance and build pro-forma financial statements.
6. Understand the primary models used in valuing equity securities and the situations in which each model might be most useful. Use these models to estimate intrinsic value based on your forecasts of future performance.
7. Effectively communicate the results of your research and analysis in writing and verbally.

Class Procedures, Grading, and Requirements: Each class session will combine presentations related to the assigned readings with opportunities for questions and discussion. I expect you to complete the following before class:

1. Read the assigned chapters, modules, etc. For topics that are covered in multiple class sessions, you should complete the reading assignment before the first session.
2. Attempt the suggested homework problems. Homework will not be collected or graded, but completing the problems will greatly facilitate your understanding and improve your performance on the quizzes and exams. For topics that are covered in multiple class sessions, you should complete the homework problems before the first session.
3. If you do not understand something from the readings or the homework problems, compile a list of questions for discussion in class.

Your course grade will be determined by your performance on the following:

Item	Weight
Quizzes	15%
Group Projects	15%
Midterm Exam	30%
Final Exam	40%

Quizzes: There will be a total of 3 quizzes (each worth 5% of the final course grade). The quizzes are designed to reinforce important concepts and help you prepare for the exams. Anything I say in class, as well as any material from the assigned readings, is fair game on the quizzes.

Group Projects: Each section of the class will have five groups (4-5 students per group). You should form groups and send the group roster to me by the second class day. The groups will complete the following two projects during the semester (each worth 7.5% of the final course grade).

1. Select a research paper (or set of papers) on earnings management that interests you based on our class discussions and/or the readings from the Dechow and Schrand textbook. The selected paper should address the incentives that lead managers to

manipulate earnings, the methods that managers use to manipulate earnings, and/or the implications of earnings management for the firm or market participants. The selected paper does not have to be published (i.e., it could be a working paper). Your task is to read, and summarize the paper and to link the findings to our discussion of the analysis of the firm (i.e., explain what we can do with the findings to improve our analysis). The grade on the project will be based on a 10-15 minute in class presentation (scheduled for March 12th, see attached tentative schedule). Topics will be approved on a first-come first-served basis (duplicate topics will not be permitted). Additional details on grading, expectations, etc. will be provided in advance.

2. Complete a comprehensive analysis of a company (profitability analysis, credit analysis, forecasts of future performance, and valuation). As indicated in the attached tentative schedule, the case materials will be provided on April 7th and the case is due on April 21st. Additional details on grading, expectations, etc. will be provided in advance.

Exams: The midterm exam will be based on material covered through March 10th (see attached tentative course schedule). A comprehensive final exam will be given during the scheduled final exam period (see attached tentative schedule). Anything I say in class, as well as any material from the assigned readings, is fair game on the exams.

Academic Integrity: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy'. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor. For more information on academic integrity, see <http://provost.uark.edu/academicintegrity/462.php>.

ADA Testing Accommodations: The Center for Educational Access (<http://cea.uark.edu/3176.php>) has a test center available to accommodate students who provide CEA Accommodation Letters to their instructors. For more information on accommodation for students with disabilities and the CEA's test center, please see the attached.

Emergency Procedures: Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- **CALL-** 9-1-1
- **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Inclement Weather Policy: When the University is open, class and scheduled exams will be held. If you have any doubts about whether class or exams will be held, please email me before leaving for class. No penalty will be assessed if you are not able to attend class due to inclement weather or road conditions.

Tentative Schedule:

Day	Date	Topic	Readings and Suggested Homework Problems
T	Jan 13	Course Introduction	
Th	Jan 15	No Class	
T	Jan 20	The Efficient Markets Hypothesis and Investor Irrationality	<p>Readings:</p> <ul style="list-style-type: none"> • Malkiel, B.G. 2003. The efficient market hypothesis and its critics. <i>Journal of Economic Perspectives</i> 17 (1): 59-82. The paper can be downloaded here. • Shiller, R.J. 2003. From efficient markets theory to behavioral finance. <i>Journal of Economic Perspectives</i> 17 (1): 83-104. The paper can be downloaded here.
Th	Jan 22	The Efficient Markets Hypothesis and Investor Irrationality (continued)	
T	Jan 27	Framework for Analysis and Valuation	<p>Readings:</p> <ul style="list-style-type: none"> • Easton Module 1 <p>Suggested Homework Problems:</p> <ul style="list-style-type: none"> • E1-23, P1-30, P1-31, P1-39
Th	Jan 29	Review of Business Activities and Financial Statements	<p>Readings:</p> <ul style="list-style-type: none"> • Easton Module 2 <p>Suggested Homework Problems:</p> <ul style="list-style-type: none"> • E2-27, E2-33, P2-41, P2-43, P2-47

Day	Date	Topic	Readings and Suggested Homework Problems
T	Feb 3	The Analysis of Firm Performance	<p>Readings:</p> <ul style="list-style-type: none"> • Easton Module 3 <p>Suggested Homework Problems:</p> <ul style="list-style-type: none"> • E3-26, P3-36, P3-38, P3-39, P3-41 <p>Extra Practice:</p> <ul style="list-style-type: none"> • P3-42, P3-43, P3-44, P3-45
Th	Feb 5	The Analysis of Firm Performance (continued)	
T	Feb 10	The Analysis of Firm Performance (continued)	
Th	Feb 12	The Analysis of Credit Risk	<p>Readings:</p> <ul style="list-style-type: none"> • Easton Module 4 <p>Suggested Homework Problems:</p> <ul style="list-style-type: none"> • E4-23, E4-26, E4-28, P4-29, P4-30, P4-32
T	Feb 17	The Analysis of Credit Risk (continued)	
Th	Feb 19	Earnings Quality	<p>Readings:</p> <ul style="list-style-type: none"> • Dechow and Schrand Chapters 1-3
T	Feb 24	Earnings Quality (continued)	
Th	Feb 26	Earnings Management	<p>Readings:</p> <ul style="list-style-type: none"> • Dechow and Schrand Chapter 5 • Graham, J.R., C.R. Harvey, and S. Rajgopal. 2005. The economic implications of corporate financial reporting. <i>Journal of Accounting and Economics</i> 40: 3-73. The paper can be downloaded here.
T	Mar 3	Earnings Management (continued)	

Day	Date	Topic	Readings and Suggested Homework Problems
Th	Mar 5	GAAP Deficiencies Part I – Revenue Recognition, Income Classification, R&D expenditures	<p>Readings:</p> <ul style="list-style-type: none"> • Easton Module 5 <p>Suggested Homework Problems:</p> <ul style="list-style-type: none"> • E5-22, E5-28, E5-30, E5-32, P5-36, P5-42
T	Mar 10	GAAP Deficiencies Part II – Leases and Defined Benefit Pension Plans	<p>Readings:</p> <ul style="list-style-type: none"> • Easton Module 10 <p>Suggested Homework Problems:</p> <ul style="list-style-type: none"> • E10-20, P10-28, P10-32
Th	Mar 12	Earnings Management Presentations	
T	Mar 17	Exam I Review	
Th	Mar 19	Exam I	
T	Mar 24	No Class – Spring Break	
Th	Mar 26	No Class – Spring Break	
T	Mar 31	Forecasting Financial Statements	<p>Readings:</p> <ul style="list-style-type: none"> • Easton Module 11 <p>Suggested Homework Problems:</p> <ul style="list-style-type: none"> • E11-20, E11-21, E11-28, E11-29
Th	Apr 2	Forecasting Financial Statements (continued)	
T	Apr 7	Distribution of Comprehensive Case Materials and Project Work Day	

Day	Date	Topic	Readings and Suggested Homework Problems
Th	Apr 9	The Cost of Capital	Readings: <ul style="list-style-type: none"> • Easton Module 12 Suggested Homework Problems: <ul style="list-style-type: none"> • E12-27, E12-28, E12-29, E12-39
T	Apr 14	Valuation – Dividend Discount Model, Discounted Cash Flows, and Residual Income-Based Valuation	Readings: <ul style="list-style-type: none"> • Easton Modules 12-14 Suggested Homework Problems: <ul style="list-style-type: none"> • E12-35, E12-37, P13-15, P13-16, P4-18, P4-19
Th	Apr 16	Valuation – Dividend Discount Model, Discounted Cash Flows, and Residual Income-Based Valuation (continued)	
T	Apr 21	Comprehensive Case Due Discussion of Comprehensive Case	
Th	Apr 23	Valuation – Market Multiples	Readings: <ul style="list-style-type: none"> • Easton Module 15 Suggested Homework Problems: <ul style="list-style-type: none"> • E15-21, E15-22, E15-23, E15-24, E15-28
T	Apr 28	Valuation – Market Multiples (continued)	
Th	Apr 30	Final Exam Review	
T	May 5	Final Exam – Section 1 (1:00 – 3:00)	
Th	May 7	Final Exam – Section 2 (1:00 – 3:00)	

Note: Changes to this tentative schedule may become necessary as we progress through the semester. I will announce any changes to the schedule in class.

ACCT 5523 – Special Topics in Accounting: Big Data – What do we need and how can we use it?

Instructor: Katie Terrell

Phone: (479) 575-2985 – do not leave me a voicemail. If I do not answer, send me an email.

Email: KTerrell@walton.uark.edu – I will respond within 24 hours.

Office Hours: Business Building 471

Monday and Wednesdays: 1:00 – 3:00

Thursdays: 9:30 – 12:00

Course Description:

This course is built from the premise that technology has changed the role of the accountant. A heightened awareness of systems, technology, and big data is becoming increasingly required of individuals in the accounting and finance fields, instead of confining that knowledge to the Information Systems department. This is an interactive and hands-on project-based course. Throughout the semester, students will learn the beginning-to-end process of managing a project, from identifying the business opportunity, defining the scope of the project, eliciting requirements and gaining approval from stakeholders, designing a system that addresses the business opportunity and meets the requirements, ensuring that internal controls are in place and addressed appropriately. The students will then be given several periods of “historical” data based on the project that they designed, and will learn how to make inferences and business decisions based on data analytics.

“Bigness” of data vs. value of data and effort

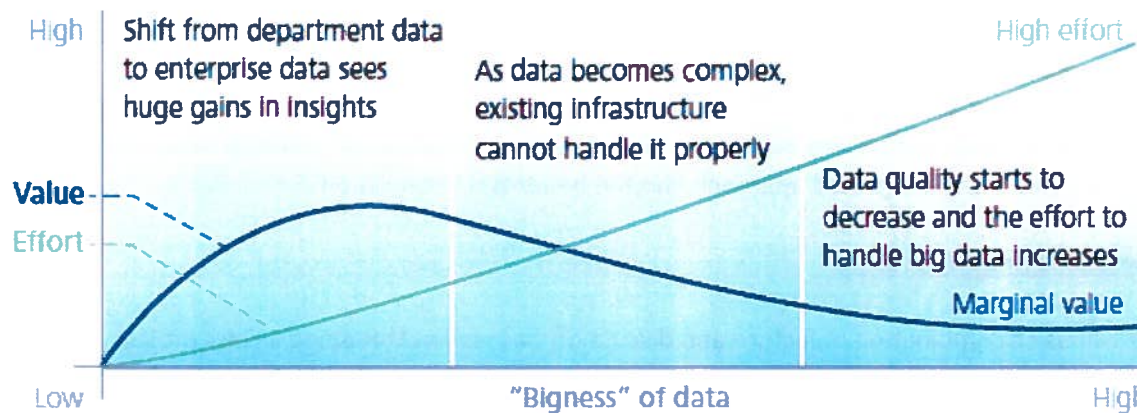


Image from “The insight Economy: Big Data Matters – Except When it Doesn’t” Deloitte Analytics

Required Textbooks:

All readings will be provided through Blackboard

Required Software:

- Microsoft Excel, Access, and Visio for Windows.
- If you do not have these applications, you can access them through the University Virtual Lab, vlab.uark.edu or through DreamSpark (this subscription will be provided).
- Tableau for Students (licenses will be provided).

Course Objectives:

Upon completion of this course, the student should be able to:

- Apply project management best practices:
 - Understand why it is important to follow a methodology. An introduction to different types of methodologies will be provided, and the class project will afford the student an opportunity to manage a project based on the waterfall System Lifecycle Methodology.
 - Discern the importance of defining and restricting scope and how this is done.
 - Elicit requirements and deliver a project that meets the requirements.
- Identify the role of accountants as business analysts
 - Understand why technology is changing the traditional role of the accountant
 - Apply knowledge to solving business problems and drive business forward with the use of historical data and BI tools for Root Cause Analysis, etc.
- Understand the impact of Technology on Governance
 - Respond to how changing Accounting Systems impacts Internal Controls
 - Make effective decisions about where Internal Controls are handled – by the system or manually outside of the system
 - In the context of governance and technology, make decisions concerning security roles and access controls
- Expand knowledge of working with various Technology Systems in the context of handling Big Data
 - Microsoft Business Intelligence Tools: Visio, Excel, Access
 - How to apply skills in Excel and Access to ramp up to different technology (ERP)
- Work with “Big Data”
 - Be able to answer the question, what makes data “Big”?
 - Make decisions regarding how much data to maintain using Cost v. Benefit Analysis
 - Identify the difference between a Siloed approach to data and processes and an Enterprise/Integrated approach and the benefits of integration

What are we going to do in class?

In class, we will use a combination of lecture and discussions, as well as threading a class project throughout the semester. Outside of class, you will be expected to keep up with your group to work together on your project, as well as do background readings to give you more knowledge of the course concepts. We will have in-class quizzes to reinforce your knowledge from the readings. Class exams (two and one final) will cover material that is learned through the project and from the readings.

Grading Policy:

Participation	75
Homework	75
Project	350
Exam 1	100
Exam 2	100
Final Exam	<u>300</u>
Total:	1,000

**University of Arkansas
ACCT 5873 Advanced Taxation
Fall 2015**

Professor: Dr. T.J. Atwood
Office Number: 453 WCOB
Office Hours: TTH 1:00 p.m. – 3:00 p.m., and by appointment
Class Times: TTH 9:30 a.m. – 10:45 a.m. (Section 002)
TTH 11:00 a.m. – 12:15 p.m. (Section 001)
Class Room: WJWH 427
E-mail address: tjatwood@uark.edu, or
tatwood@walton.uark.edu

Course Description:

ACCT5873 Advanced Taxation In-depth coverage of the tax treatment of corporations including advanced tax issues. Introduction to tax research including the organization and authority of tax law; accessing and using the tax law; and, applying tax law to taxpayer scenarios.

Prerequisite: ACCT 3843 or equivalent with a grade of "C" or better.

Course Objectives:

This course provides in-depth coverage of the U.S. federal income taxation of Subchapter C corporations and federal tax research. In addition, the course provides significant coverage of ASC 740 Accounting for Income Taxes for U.S. GAAP purposes. The specific objectives for this course are for you to:

1. Become more familiar with the primary sources of U.S. federal tax law (statutory, administrative, and judicial) and continue developing professional tax research skills.
2. Expand your understanding of the rules contained in ASC 740 Accounting for Income Taxes for reporting income taxes in U.S. GAAP financial statements and increase your ability to apply these rules for publicly traded corporations.
3. Understand U.S. federal income taxation of C corporations including the overall framework, formation, ongoing operations, distributions, and liquidation.

Course Requirements and Grades:

Reading assignments, class notes, class examples, and other assignments will be posted on *Blackboard*. All students have the same opportunity to earn class points and *no extra credit assignments will be given to any individual student*. Each student's weighted average score

(WAVG) will be computed using the following weights:

Average exam scores	75%
Tax provision assignment	10%
Tax return review assignment	10%
Class participation	5%
Total	100%

Exams will be given and assignments will be due according the following schedule:

Exam 1 (Topics 1 through 5)	Thursday, September 10 th
Exam 2 (Topics 6 through 10)	Thursday, October 1 st
Exam 3 (Topics 11 through 15)	Thursday, October 27 th
Exam 4 (Topics 16 through 20)	Thursday, November 19 th
Final Exam (Topics 21 through 25): Section 001 (11:00 a.m. class)	Tuesday, December 15 th (10:15 a.m. to 12:15 p.m.)
Section 002 (9:30 a.m. class)	Thursday, December 17 th (8:00 a.m. to 10:00 a.m.)

Cutoffs for letter grades are 90% for an A, 80% for a B, 70% for a C, and 60% for a D. The tax provision and tax return review assignments will be completed in groups of three to four students. Groups will be posted when the assignments are made.

Required Course Materials:

South-Western Federal Taxation, Internal Revenue Code of 1986 and Treasury Regulations: Annotated and Selected 2016, 33rd Edition, edited by James E. Smith. (You need to bring this book to class every day after the first class day.)

RIA Checkpoint (Electronic tax research resource)

CCH Intelliconnect (Electronic tax research resource)

Academic Accounting Access (Electronic accounting research resource)

Other class reading materials, notes, problems, and solutions will be made available on the course *Blackboard* website. You should check the site regularly for announcements and updates.

Class Attendance and Preparation:

You are expected to attend class regularly and complete the class preparation assignments ahead of time. Class attendance will be monitored via a seating chart and this record will become a part of your class participation grade. If you have an excused absence (you are absent due to sickness, a university organization field trip, the death or serious illness of a family member, etc.) you should let me know via e-mail and provide me with documentation of the reason for your excused absence. More than two unexcused absences will negatively affect your class participation score.

Except for infrequent extenuating circumstances, you are expected to arrive to class on time and remain until the class ends to avoid creating a distraction. If you must miss a class, it is your responsibility to review the class materials. I will not repeat lectures from beginning to end for individual students who miss class but I am happy to answer your questions after you have reviewed all of the class materials and follow-up problems and have prepared specific questions.

Electronic Devices:

Cell phones, pagers, watch alarms, and other electronic devices (except computers being used to take notes) should be turned off during class. You may *not* use any electronic device that has the capability to phone, e-mail, text message, access the internet, or store notes in memory during any exam. All electronic devices except calculators must be turned off and put away during all exams. Please be considerate of classmates by minimizing disruptions during classes and exams.

Academic Honesty Policy Statement:

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's '[Academic Integrity Policy](http://honesty.uark.edu)' at honesty.uark.edu. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

ADA Policy Statement:

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately (in my office) at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these accommodations through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

Inclement Weather Policy Statement:

In cases of inclement weather, the local television and radio stations announce school closings and closing of the University. These closings are announced by 7:00 a.m. If the University is closed, the class will not meet. If there is a test scheduled on the closed day(s), the test will be given at the next class meeting. If there is an assignment due on the closed day(s), the assignment will be due at the next class meeting. In the unusual event that the University is open in the morning and closed before the end of the regularly scheduled class time, we will not have class that day. The schedule for the remainder of the semester will be revised after the period of inclement weather has passed.



ACCT 5953 – Auditing Standards

Instructor: Dr. Gary Peters	Office Hours: Mon 9:00-10:30 and by appointment
Office: WCOB 448	Email: peters@uark.edu

Course Description:

This course covers professional aspects of financial statement auditing and registered auditors. Particular emphasis is placed upon the auditing standards that govern the roles and responsibilities of public accountants. We will consider examples of challenges that auditors face throughout the audit process and the critical mindset that is required to make auditing decisions.

In coordination with the undergraduate course, an emphasis will be placed upon the application of auditing standards within the client business cycles. Examples from Audit Planning, Systems Documentation, Control Testing, and Substantive Testing will be emphasized. The following provides the primary course objectives and immediate tasks to be completed.

This Graduate level course assumes the student has completed coursework covering basic audit procedures and been introduced to professional auditing standards. Although we will visit some similar topics, the student will be expected to master auditing concepts in greater depth and apply them to areas of greater uncertainty within the audit. Throughout the course, you will develop a professional background on audit issues by analyzing case studies and discussing current professional literature and research.

Primary Course Objectives

- Understand context, content, and navigation of U.S. Auditing Standards.
- Gain an understanding of the types of professional judgments that occur within Financial Statement Audits and how Standards guide those judgments.
- Gain an understanding of the elements of business cycles and accounting systems that auditors utilize, review, and test.
- Develop a knowledge base that prepares you for relevant professional certification exams.

Text and other Materials:

- Auditing and Assurance Services, 9th Edition, Messier, Glover, Prawitt
- GLEIM “Exam Questions and Explanations” (EQE) for Auditing, 19th edition
- Other reading assignments provided during the semester

You can also find course materials at the [Walton College Blackboard site](#). I regularly post class assignments and announcements on the Blackboard site. You should regularly check the blackboard course site for updates. The Blackboard site will contain links to outside assignment materials, discussion forums, and other class related information.

Course Conduct and My Role:

My role in this course is strictly that of a facilitator. Soon you will be part of a profession that demands self-initiated life-long learning. The profession requires you to ask questions and seek information about the world, organizations, technology, regulatory environments, specific business tasks, the potential list is endless. When you begin your career your professional advancement will depend on your ability to sort through information, identify relevant issues and information, internalize that information, and communicate the importance or relevance of that information to others. In this course you will be asked to take an active role in the learning process, beyond rote memorization and recall. Critical thinking, problem identification, reasoning, and inquiry are a critical part of this course.

It is important to me that you are present physically and mentally during class. Laptops, cellphones, tablets, or other electronic communication devices are not allowed during the class period.

The accounting profession demands technical proficiency in the body of knowledge of Auditing and Attestation. **In other words, the demands of this course are a function of the Profession not the Professor.** To enhance the success of your **TIME MANAGEMENT** efforts, you should begin to budget a minimum of 2-3 hours of outside preparation per class session (in addition to exam preparation). You can commit to doing this now while you are in college or after you are fully employed and working 50-70 hours per week.

Class Procedures, Grading and Requirements

Each class session will combine limited presentations by the instructor on major issues related to the assigned readings with problem solving exercises and discussions. Representative case studies will then be presented by a class group and discussed by the class.

Grading:

<u>Category</u>	<u>Weight</u>	<u>Grades</u>
Graded Assignments and Participation	100	A = 90%+
Exam 1	100	B = 80-89%
Exam 2	100	C = 70-79%
Final Exam	200	D = 59-69%
<u>Total Points</u>	<u>500</u>	

Graded Assignments:

Out of class assignments should be substantially the work of the individual or group to which the work is assigned. The objective of each assignment is for you, the student, to learn. I encourage you to discuss assignments with others and to have others proofread your work. Late assignments will not be accepted.

When the course schedule asks you to prepare an answer you should come to class with a deliverable. I am not always looking for a "correct" answer. In fact there may be times when a correct answer does not exist. However, I am looking for a complete answer that shows evidence of good faith effort. Although I am not going to specify formatting guidelines, your deliverable should be prepared in a form that you would be willing to deliver to a potential employer. Enhanced writing skills are not only required (i.e. graded) on the CPA Exam they also help you make a stronger impression on your subsequent employer or clients.

Among the assignments, case studies are used to provide practical applications of the course's topics. Case study submissions will consist of the student's solutions to the assigned questions. Keep in mind, you might need to consult Professional Standards, SOX, etc. when dealing with these cases. To the extent that a proposed solution incorporates evidence of outside research and thinking outside the box – the instructor will probably enjoy your solutions even more. Due to the varying nature of the case studies, no page limit is set. Most cases should be addressed within 2 pages.

Examinations:

Two mid-terms and a comprehensive final exam are given. Each mid-term exam will include material from the previous exams; however the bulk of the exam will cover the most recent material. Examinations will be comprised of objective questions and subjective discussion questions. Written communications skills will constitute a portion of the grade.

Each exam will be comprised of approximately 50% CPA Exam adapted content and 50% directly related to issues emphasized during the class and within the cases.

Make up Examinations: THERE ARE NONE. An UNEXCUSED ABSENCE from any test results in a ZERO. An EXCUSED ABSENCE from a midterm either arranged **before** the examination, a documented emergency, or an extremely original excuse will be treated as follows: the points from the missed examination will be added to the final.

Class Schedule:

A detailed class schedule is provided for the course (See Blackboard Course Site). Consistent with the audit profession, a systematic and disciplined approach to following the schedule will aid your performance in this class. Also consistent with the audit profession, you will notice that the work load may not be even throughout the semester. In addition, we may also find it necessary to alter the schedule during the semester. These combined elements will help you develop the skill sets needed to respond in actual business environments. **Professional Auditors are expected to proficiently perform in the face of surprises, busy seasons, and competing time demands. In fact, the AICPA has identified the ability to “manage stress and perform reliably under changing or unusual demands” as a core competency of entry accounting professionals.**

Academic Integrity

Your integrity is far more important than your GPA. As a professional, your integrity is your prime asset and in our highly mobile professional atmosphere it is becoming even more critical. Please refer to the University Course catalog for information on the academic integrity standards of the University. Perhaps the most difficult ethical issue any student can face is their responsibility to take action when they know another student is violating ethical standards. Such violations contribute to deception of potential employers and are injurious to the ethical climate of the entire University. Consequently, it is your responsibility to notify me if you know of violations by other students. Violations of academic integrity will lead to sanctions as indicated in the Undergraduate Studies Catalog of the University of Arkansas. The University and the business community take integrity very seriously. Students who violate academic integrity will receive an “F” in this course, and the violation will be reported to Judicial Affairs.

Inclement Weather Policy

When the University is open, class and scheduled exams are held. If you have any doubts whether class or exams will be held, please call me before leaving for class. No penalty will be assessed if you are not able to attend class due to inclement weather or road conditions.

Office Hours and Communication:

My office hours are Mon and Wed from 9:00-10:30 and by appointment. I encourage each of you to take advantage of my office hours or any other time that I am available. Your visits are as helpful to me as they are to you!

Although I prefer to meet with you in person, I will gladly respond to email. Please allow me at least one business day to respond to emails. Email is incredibly convenient and efficient for the sender of a request. However, recipients must still balance and rank the severity of unprompted requests, prior commitments and responsibilities, access to email, people stopping by the office, emergencies, deadlines, and time needed to fulfill requests for information.

Final Note

I am very excited about this course and the material we will cover. I know that you will find the course intellectually challenging, but I also sincerely hope that you find the class enjoyable and personally informative.

Why I don't Allow Laptops in Class.

Research says that about 5% of us multitask effectively. Proof of the negative effects of multitasking in learning environments is now coming from a variety of studies. Here are just a few of many (with help from Maryellen Weimer, PhD in [Teaching Professor Blog](#)):

- In an experiment involving 62 undergraduate students taking a principles of accounting course, half of the cohort was allowed to text during a lecture and half had their phones turned off. After the lecture both groups took the same quiz and the students who did not text scored significantly higher on the quiz.

Ellis, Y., Daniels, W. and Jauregui, A. (2010). The effect of multitasking on the grade performance of business students. *Research in Higher Education Journal*, 8
<http://www.aabri.com/manuscripts/10498.pdf>.

- This research focused on the use of laptops in a 15-week management information systems class enrolling 97 upper division students. With student consent, researchers used a spyware program that tracked the windows and page names for each software application run during class time. Students were encouraged to run “productive windows”—those that related to course content. Spyware also tracked the number of “distractive windows” students ran, including games, pictures, email, instant messaging and web surfing. Students had these distractive windows open 42% of the class time. Students who tried to listen to the lecture while using these distractive windows had significantly lower scores on homework, projects, quizzes, final exams and final course averages than students who looked at mostly productive windows. Researchers also found that this population under reported the extent of their multitasking.

Kraushaar, J. M. and Novak, D. C. (2010). Examining the affects of student multitasking with laptops during lecture. *Journal of Information Systems Education*, 21 (2), 241-251.

- Students in a general psychology course completed weekly surveys on various aspects of the class. They reported their attendance, and if they used laptops during class for things other than note taking (like checking email, instant messaging, surfing the Web, playing games). They also rated how closely they paid attention to the lectures, how clear they found the lectures and how confident they were they understood the lecture material. The level of laptop use negatively correlated with how much attention students paid to the lectures, the clarity of the lectures and how well they understood the lecture material. “The level of laptop use was significantly and negatively related to student learning. The more students used their laptops in class, the lower their class performance.” (p. 910)

Fried, C. B. (2008). In-class laptop use and its effects on student learning. *Computers and Education*, 50 (3), 906-914.

Many students argue that their laptops are helpful for efficient note-taking. In my experience, I've found that while laptops may increase the efficiency of note-taking, this does not necessarily translate into effective note-taking. My desire for this course is for students to be actively engaged in the class discussion of topics.

SYLLABUS - BLAW 5003 (COMMERCIAL TRANSACTIONS)

INSTRUCTOR:
OFFICE:
PHONE:
E MAIL:
BLACKBOARD:

COURSE DESCRIPTION: A study of the laws applicable to business. Topics covered include the law of Contracts and UCC Sales, Payment Systems (checking accounts and E-payments), Bankruptcy, Intellectual Property, Principal-Agency Relationships, Business Entities, Data Security, Federal Securities Law, and Accountant's Legal Liability.

TEXT: TBA

COURSE OBJECTIVES:

1. To enable you to understand and appreciate how law impacts the economic environment
2. To enable you to understand and apply the legal principles associated with business transactions
3. To help your prepare for professional certification exams.

CLASS PROCEDURES: Your grade will be based on two exams. Each exam will consist of 50 multiple choice questions (total: 100 questions). Your final letter grade will be on the following:

- A: 90 – 100
- B: 80-89
- C: 70-79
- D: 60-69

“Extra Credit” is not available in this class.

TENTATIVE SCHEDULE

Contracts: 3 weeks
UCC Sales: 1 week
Payment Systems: 2 weeks
Bankruptcy: 1 week
Intellectual Property: 1 week
Exam 1 (50% of grade)

Principal Agency Relationships: 1 week
Business Entities: 1 week
Data Security: 1 week
Federal Securities Law: 2 weeks
Accountant's Legal Liability: 2 weeks
Exam 2: (50% of grade)

Course Syllabus – ISYS 5503
Decision Support & Analytics
Business Analytics Certificate
Fall 2015



Course Basics

Instructor:

Dr. Ronald Freeze
Clinical Associate Professor
Information Systems
Walton College of Business
University of Arkansas

Contact Information:

Office: WCOB 223
Telephone: 479-575-6961
E-mail: rfreeze@uark.edu
Dept. Secretary Telephone: 479-575-4500

Mailing Address:

WCOB 223
University of Arkansas
Fayetteville, AR 72701

Course Website: <http://learn.uark.edu/>

Course Location: Reynolds MM Lab 0117

Course Time: Sat – 1:00 to 5:00 pm
(See Schedule for Saturday meetings)

Class Collaboration Hour: Thursdays 7:00PM as indicated on the course timeline

Course Logistics:

Course materials, activities, communications, and instruction will be delivered using the University of Arkansas course management software, “Blackboard”.

Course Textbooks:

[e-book version] David R. Anderson; Dennis J. Sweeney; Thomas A. Williams; Jeffrey D. Camm; James J. Cochran, *Statistics for Business and Economics*, 12th Edition, (Cengage South-Western, 2013). ISBN 978-1-133-27453-7

Required - Internet Connection

Required – Earphones and microphone

BlackBoard Assistance:

Consult the “Walton College Blackboard Support” Course Website, found within BlackBoard

Contact the Walton College Blackboard Help Desk

Email: blackboard@walton.uark.edu

Telephone: (479) 530-8427

Caveat and Promise

This is a living document and is subject to change during the course of the semester. You will **not** be asked to do more than is stated in this document. However, I reserve the right to redistribute activities and/or topics in an effort to meet your student learning needs. No assignment due dates will be moved up, unless there is a consensus within the class. You will be made immediately aware of any changes to this document.

Course Description

Analytics - information support for the manager-user. An introductory study of systems providing analytics-based information derived from databases within and/or external to the organization and used to support management in the decision making. Application of tools in business analytics, problem solving, and decision making.

Prerequisite/Co-requisite–ISYS 5113 or equivalent and admission to the Walton Graduate School of Business. You must have successfully completed this prerequisite or you will be administratively dropped. This action will come after the official rosters (11th day reports) have been printed, at which time it will be past the time when classes may be added, or money refunded for a course.

Goals of Course

After completing this course, students will be able to:

- Interpret and present analytics results to management for decision support
- Understand decision support systems and the role of the different types of systems in today's companies, along with related implementation and design issues.
- Explain the use of analytics in decision making (scorecards and dashboards)
- Explain, interpret, and apply the decision analytics results for decision making
- Communicate analytics results to management
- Utilize commonly used tools of decision analytics
- Apply data analytics and summary statistics concepts to data
- Collect and summarize data for analysis
- Use analytics to make business decisions
- Using analytics, model, and forecast data for business decisions
- Develop and prepare information for decision support scorecards and dashboards using fundamental analytics and business

Value of the Course –

This business analytics course presents the information support for the manager-user. In this course, the student studies common analytics techniques as well as analytics software systems and learns how to provide analytics-based information derived from databases to support management in the decision making. Business Analytics -is comprised of the foundational analytical & statistical techniques to gather, analyze, & interpret information – “**what does the data tell us?**” Business analytics is one portion of the Business Analytics Certificate which also has “**how do I get the data?**” and “**let’s use the data to build models; putting the data to work**” components.

Important Information Regarding On-line Delivery Courses

This is a “blended” delivery course with a significant on-line delivery component, which is a much different from the experience you typically have in a regular face-to-face classroom setting. In this type of course, the student is required to take charge of his/her learning. Although you will be provided with the course website and necessary resources, strong organization and time management skills are essential to keep up with course activities. You must rely on your own initiative to engage in the course materials in meaningful ways.

Communication & Office Hours

There will be quite a bit of interaction with other students in the course – *on-line*. You should not assume that a “blended or on-line” delivery course is an independent study or correspondence course. Interactions between students and students speaking with the instructor are an important component to this class. Communication between the student and the instructor will be on a regular basis. We will meet for a Class F2F 5 times and in the Collaboration Hour on Thursdays, 7:00PM on dates as indicated on the course timeline. On-line office hours are the times I am available to “meet” students by providing quick responses to email and communicating via the telephone. I will continue to respond to your emails during non-office hour times, but you should not expect an immediate response.

Ordinarily, I check my e-mail at least once per weekday (and weekend day) and will attempt to respond to your correspondence within 24 hours, except on weekends 48 hours. I usually check my email each morning when I arrive at the office about 8am; weekends will have longer response times. If a meeting is needed, please call or email to schedule an appointment.

Note: Please include “**ISYS 5503**” in the subject line on your emails to me.

Overall Course Structure, How to Proceed

The format of “blended” delivery course requires you to rely on on-line interactions as well as our F2F and on-line class **collaboration meetings** (in addition to most all content being delivered and completed via the course website). Accessing the course website frequently to check for announcements, monitoring posts within the discussion boards, and **checking your email** are all extremely important to your success in this course. The course website and your email are the most common methods of communication with both your instructor and classmates.

For each week of the course, all resources for a specific week’s content, activities, and assignments will be posted in the **Learning Modules** portion of the website for the appropriate **Week**. For each online **Week**, the specific week’s “to do’s” will guide you through the week - such as required readings, videos, discussions, assignments, and/or other activities; this is your weekly roadmap. In preparation for the weekly class collaboration meeting, it may be necessary to complete readings and activities.

For each assignment within this course, once you have completed the appropriate steps leading up to the assignment, you should begin by learning about the assignment itself. Assignment information for each week can be found under the **Assignment** item for that week.

Assignments, Assessment and Grades

Submission of Homework

- Documents should be saved in an MS Word format unless other software is required such as Excel, PowerPoint, or course-specific tools.
- You will submit your assignments via the “Assignment” feature, located in the Assignment section of the course website. Please make sure your files are free of viruses before sending them as attachments. Submission of an assignment with a computer virus may lead to a grade of zero on that assignment.
- When submitting files, you must include your name and the name of the assignment in the file name. For example, if Jane Doe was submitting an assignment called “Assignment A1”, the filename would be: “jdoe_pset_A1”. Also, make sure to include your name and the assignment name in the header or footer of the document.
- Be sure to include Your Name and the Assignment Number on any and all assignments.

Grades

Final scores are computed based upon:

Participation and Teamwork	25
(Note - attendance in F2F sessions and participation in Discussion sessions is required to receive participation credit)	
Concept Check/Mini-Projects (CC1 – CC10)	200
Exam	100
Final Exam	100
<u>Final Project</u>	<u>100</u>
Total Points	525

Late Assignment Policy:

Except for coordinated late assignment with official excuses, late assignments will be reduced by 4 points for every day late.

Grading Scale:

Project-based assignments, presentations, and your contribution to discussion board forums will be assessed through the use of provided rubrics, described in the assignment descriptions.

Percentage	Letter	Point Range
90 %+	A	Exceptionally High Quality
80 %+	B	High Quality
70 %+	C	Mediocre Quality
60 %+	D	Low Quality
60 %-	F	Failing Quality
N/A	I	Incomplete

Course Policies

Attendance and Participation -- All students are expected to attend and participate in the **F2F sessions and Class Collaboration Hours** regularly and punctually and accomplish all assignments. Failure to do so may jeopardize a student's scholastic standing and may lead to suspension from the University in certain circumstances. Only official excuses will be accepted. If a class is missed, it is the student's responsibility to obtain assignments, discussion notes, etc.

Moreover, it is the student's responsibility to keep up with all on-line weekly content, assignments, and projects. Extensive use of BlackBoard and on-line interaction is expected in this course. This is a Graduate level course, offered in an online delivery format. As a graduate student in the Walton College you must participate in all of your classes. The Walton College faculty believes that this will assist you in developing into a competent professional. To this end, participation will be assessed via observations in sessions, your meaningful participation in discussion board forums, and your efforts as a team member in group projects.

Academic Honesty – As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://provost.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor. Application of the Academic Honesty Policy, as stated at <http://provost.uark.edu/> will be fully adhered to in this course. Academic dishonesty involves any act, which may subvert or compromise academic integrity or the integrity of the University's 'Academic Integrity Policy'. If you have any questions regarding academic integrity in the course, **individual** requirements, or **group work** requirements, please ask.

Guidelines for Accommodations for Students with Disabilities:

It is the policy of the Walton College that reasonable accommodations will be made for students with disabilities. Students must request any accommodations from their instructor in the first week of

Course Syllabus – ISYS 5503
Decision Support & Analytics
Business Analytics Certificate
Fall 2015



classes in addition to requesting accommodations from the Center for Students with Disabilities (CSD).
Please contact the CSD for details on seeking accommodations for disabilities.